



THE IMPACT OF MULTISENSORY APPROACH USING VIDEO TEXT MATERIAL ON VOCABULARY ACQUISITION AND GRAMMAR PROFICIENCY OF YOUNG ADULTS

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ABSTRACT

This quasiexperimental design study investigated the impact of multisensory approach employing video text with role play on vocabulary acquisition and grammar proficiency of young adult learners. The sample comprised of purposively selected 80 students of class XII of Hindi medium CGBSE School. Students were randomly assigned to experimental and control group comprising of 20 male and 20 female in each group. The experimental group was taught by multisensory approach employing video text with role play where as control group was taught by traditional method of lectures. Post test based on English grammar and vocabulary was administered to find out the difference. The t test was used. The finding showed that there was a significant difference between two groups. Experimental group outperformed the Control group both in vocabulary acquisition and grammar proficiency. These results suggest that multisensory approach enhance English language learning.

KEY WORDS: multisensory approach, vocabulary acquisition, grammar proficiency, role play, learning styles.

INTRODUCTION

The purpose of this paper is to examine the impact of multisensory approach of teaching using video text with role play on vocabulary acquisition and grammar proficiency of young adult learners.

According to Wright (1976), many media and many styles of visual presentation facilitates language learning. Canning-wilson (2000) states that students like to learn language through video

Today we are living in a high tech era driven by technology, modern technology ingeniously integrated with multisensory approach of teaching can be utilized in English vocabulary acquisition and English grammar proficiency. Videos have proved to be very versatile and dynamic educational tools. Lessons integrated with video creates engaging visuals and interactive environment in the English classroom. Use of videos in English teaching offers creativity in designing lessons. Video uses both audio and visual modalities of information input which makes contextualization of language easy. During teaching video can be stopped and reviewed for reviewing some part of the lesson.

According to the Department for Education and Skills (DfES) (2004), multisensory learning is defined as, using visual, auditory and kinesthetic modalities, sometimes at the same time. Efficient teachers utilize the most appropriate approach that suits the learner's situation and learning task. Role play strategy of teaching English have found to be effective to learners as it increases self confidence, curiosity, critical thinking and virtual thinking.

Schneider and Evers (2009) asserts that multisensory strategies are beneficial to English language learners.

Research findings indicate that use of video in teaching improve reading and language learning (Chun and Plass 1996a, 1996 b; Jones and Plass, 2002). These findings supports Paivio's dual coding theory (PCT) of cognition (2007). Paivio stated that cognition involves the cooperative activity of two functionally independent but interconnected systems, a non verbal system specialized for dealing with metalinguistic objects and events and a verbal system specialized for dealing directly with language" (p. 33),

Significance of the study

Multisensory approach of teaching involving video and role play proved to facilitate vocabulary acquisition and grammar proficiency.

In multisensory approach, information is provided using visual, auditory, tactile and kinesthetic modalities. Learners are aware of their needs and potential and they know well that which sense is to be used for mastering any new concept. They know that they need to engage more than one sense according to a situation.

REVIEW OF LITERATURE

According to Fleming (2000), learners have a preferred style of learning: Visual, auditory, read/write or kinesthetic. About 40% of learners are able to process information by mix and matching of these modalities. Neuroscience research indicates that "significant increases in learning can be accomplished through the informed use of visual and verbal multimodal learning" (Fadel 2008, p. 12)

Students feel more comfortable and perform better when learning environments take into account their predominant learning style (Cronin 2009, Omrod 2008).

This phenomenon is known as "Meshing hypothesis" (Pashler et. al. 2008, p. 109)

Goldhawk (2000) states that children are active learners that gain from direct physical and social experience as well as from culturally transmitted knowledge to form their own understanding of their environment.

According to Hsia (1971), Multiple channel theory, involving at least two input information channels, states that comprehension is increased when learners interact with any combination of different available sensory channels.

RESEARCH QUESTIONS

1. Is there any statistically significant difference ($\alpha \leq .05$) in the English vocabulary acquisition of young adult learners due to the teaching strategy (multisensory approach and traditional method)?
2. Is there any statistically significant difference ($\alpha \leq .05$) in the English grammar proficiency of young adult learners due to teaching strategy (multisensory approach and traditional method)?

HYPOTHESES

Following hypotheses were formulated.

H₁, There would be no significant difference between the post test scores in English vocabulary acquisition of young adult learner of control and experimental group.

H₂, There would be no significant difference between the post test scores in English grammar proficiency of young adult learners of control group and experimental group.

RESEARCH METHODOLOGY

For the present study quasi-experimental method (post test design) was used.

Participants

For the present study 80 young adult learners of class XII were selected by purposive sampling method. They were randomly divided into control group and experimental group (40-40 each).

Instrument

For the data collection, a self designed test based on the class XII English syllabus of Chhattisgarh board of secondary education was used. Validity and reliability were established. Reliability was found to be 0.83.

Procedure

80 young adult students of 12th standard of Chhattisgarh board affiliated school were selected for the study. Homogeneity was established on the basis of the academic performance in English in previous exam of class 11th. The 80 students were randomly divided into control and experimental group each comprising of 20 male and 20 female. Both the groups were taught the same English material

using different approaches. The experimental group was taught by multisensory approach using video text material- Beginner's English grammar taken from www.aosekho.com. The control group was taught by traditional method of lecturing. This process lasted for 4 weeks with 48 sessions, each session lasting for 50 minutes. Grammar and vocabulary section of class XII English book were covered in the sessions.

STATISTICAL TECHNIQUES

Descriptive statistics (mean, standard deviation, critical ratio t test) were used for data analysis

ANALYSIS AND INTERPRETATION

Table 1

Significance of difference between the means of post test scores of control and experimental group in English grammar proficiency of young adults

S. No.	Test	N	M	Std. Div.	df	t
1	Post Test control group	40	10.95	1.74	78	6.82
2	post test Experimental Group	40	13.27	1.46		

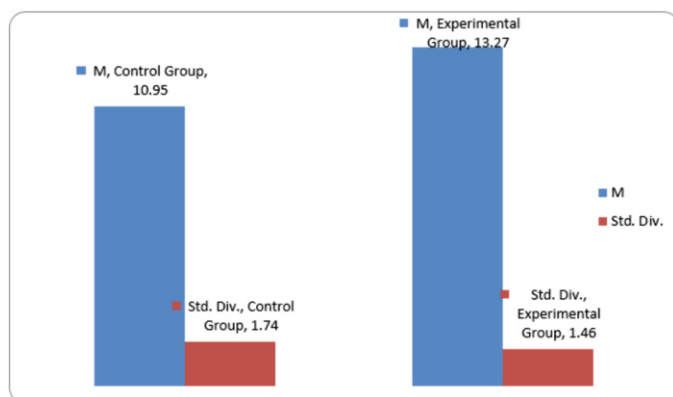


Fig.1: Showing mean and standard deviation of post test scores of control and experimental group in grammar proficiency of young adults

Table 2

Significance of difference between the means of post test scores of control and experimental group in vocabulary acquisition of young adults

S. No.	Test	N	M	Std. Div.	df	t
1	Post Test control group	40	38.57	6.43	78	2.6
2	post test Experimental Group	40	42.8	8.07		

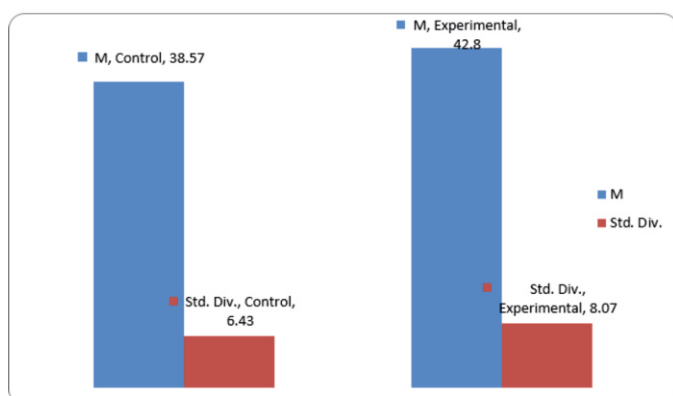


Fig. 2 : Showing mean and standard deviation of post test scores of control and experimental group in vocabulary acquisition of young adults

RESULTS

Table 1 shows that mean and S.D. of post test of control group is 10.95 and 1.74. The mean and S.D. of post test of experimental group is 13.27 and 1.46. The t-value is 6.82 which is significant both at .01 and .05 level of significance with degree of freedom 78.

Table 2 shows that mean and S.D. of post test of control group is 38.57 and 6.43. The mean and S.D. of post test of experimental group is 42.8 and 8.07. The t-value is 2.6 which is significant at .05 level of significance with degree of freedom 78.

Specifically, the results suggest that language proficiency increases when multisensory approach involving visual, auditory kinesthetic and tactile

modalities are used in teaching.

DISCUSSION

Findings reveal that calculated t value is greater than the table value at both .01 and .05 level of significance.

Significant difference was found between control and experimental groups in post test scores. The findings clearly indicate that experimental group outperformed the control group.

Even a part of film can be effective for improving vocabulary (Zarei, 2008), Zhang and Wu, 2011a, 2011b).

It can be concluded that multisensory techniques facilitate the understanding level of students.

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